



AAMC

Tomorrow's Doctors, Tomorrow's Cures®

The AAMC Situational Judgment Test (SJT): Practice Exam Booklet

Association of
American Medical Colleges

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AAMC Situational Judgment Test: Practice Exam Booklet

Overview

The AAMC Situational Judgment Test (AAMC SJT) is a standardized exam that presents a series of hypothetical scenarios students may encounter in medical school and asks you to evaluate the effectiveness of a series of behavioral responses to each scenario. The exam is designed to measure your knowledge of effective and ineffective pre-professional behavior.

The AAMC has created a set of practice exam materials in collaboration with subject matter experts from the medical school community to help you prepare for the AAMC SJT exam. These include:

- (1) Practice exam
- (2) Scoring key
- (3) Scoring key rationales

These practice exam materials provide you with the opportunity to familiarize yourself with the exam format and the types of scenarios you'll see on the actual AAMC SJT exam and to better understand the process for evaluating the effectiveness of responses (items).

The practice exam includes 23 scenario sets and 147 items. It is not a full-length exam. If you plan to use the practice exam to practice timing, we recommend allotting 60 minutes to complete the practice exam.

The AAMC has also made a scoring key available for the practice exam, and for a sample of scenario sets on the exam, a rationale to explain the scoring key for each response.

AAMC SJT Practice Exam

This section includes instructions and the practice exam (23 scenario sets and 149 items). It is not a full-length exam. We recommend allotting 60 minutes to complete the practice exam.

Instructions

You are about to begin the AAMC Situational Judgment Test exam. This exam contains scenarios that measure competencies important to be a successful medical student and doctor.

You will be presented with 23 scenario sets, which include 147 items. A scenario set includes a scenario and items. Each scenario is a short paragraph describing a situation that medical students may encounter during medical school. The items (responses) represent a range of possible actions someone could take in response to the situation.

For each scenario, you should assume the role of a medical student. You will be asked to rate the effectiveness of each response on a four-point scale.

Very Ineffective (1)	Ineffective (2)	Effective (3)	Very Effective (4)
The response will cause additional problems or make the situation worse.	The response will not improve the situation or may cause a problem.	The response could help but will not significantly improve the situation.	The response will significantly improve the situation.

Read each scenario and response carefully before rating the effectiveness of the response.

As you evaluate the responses, please follow the instructions and guidance below:

- Consider each response as an immediate next step in the scenario, unless otherwise noted.
- Everything you need to know to evaluate each response is included in the scenario and the response itself. Do not assume anything beyond what is written in the scenario or response.
- Evaluate and rate each response independently. Do not compare the responses to each other or rank order the responses.
- Within a scenario set, each effectiveness rating can be used more than once or not at all. Not all scenario sets will include responses that reflect each effectiveness rating. For example, a scenario set may include response options having ratings of Very Ineffective, Ineffective, Effective, and Very Effective.
- As in real life, there may be multiple ways to respond to a situation. The response you think may be most or least effective may not be present. Each scenario set includes a sample of possible responses to the situation.

Scenario 1 of 23

Rationales for the effectiveness ratings in this scenario are provided at the end of this booklet.

You are pursuing a two-week volunteer opportunity at a well-regarded local clinic. When you receive your course schedule, you realize the volunteer opportunity would conflict with your weekly required lab. This is the only time that the lab is offered this semester, so you are not able to make up the lab. Participation in the lab will count toward your grade.

Please rate the effectiveness of each response to this situation.

1. Skip your lab for two weeks to attend the volunteer opportunity.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Ask your lab instructor to identify a solution that will allow you to attend both.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Stop pursuing the volunteer opportunity so that you can attend the required lab.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Tell your lab instructor in advance that you will miss two of your scheduled lab sessions.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Attend the lab and investigate if similar volunteer opportunities are available at another time.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 2 of 23

Rationales for the effectiveness ratings in this scenario are provided at the end of this booklet.

You are assigned to a small group in your clinical skills course. One of your group members has recently struggled with their assignments. The group member is often late to sessions, prepares materials of poor quality, and needs numerous reminders to complete tasks. Your group receives a new assignment that is due in three weeks and will be graded based on the group's overall performance.

Please rate the effectiveness of each response to this situation.

1. Encourage the group member to speak to the professor about creating a plan to handle their workload.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Meet with the group member one-on-one and ask how you can help them contribute more effectively to the assignment.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Meet with your group and evenly divide tasks across all members, making sure expectations are clear.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ask the professor to assign the group member to a different group.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Work with the other members of your group to complete the assignment without the group member.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Request that your professor grade each group member independently.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Schedule recurring group meetings to review the work completed by each group member.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Tell the group member their lack of accountability places the entire group's performance and grade at risk.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 3 of 23

Rationales for the effectiveness ratings in this scenario are provided at the end of this booklet.

During class, your professor observes you participating in a role-play exercise with one of your classmates. You are acting as a doctor, and your classmate is acting as an angry patient. The role-play is tense but stays on course. You think you performed well, but, after class, your classmate gives you unexpected negative feedback that you missed several opportunities to comfort the patient and calm the situation. You are now expected to attend a debriefing session with your professor.

Please rate the effectiveness of each response to this situation.

1. Tell your classmate that only the professor is qualified to provide feedback.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Explain to your professor that you understand you missed some opportunities during the exercise and discuss how to improve.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Skip the debriefing session because you have already received feedback.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ask your classmate how you could improve your performance in the future.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Explain to your professor why you were satisfied with your performance.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Ask your classmate if they would be willing to practice role playing in advance of your next exercise.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Ask your classmate not to bring up the negative feedback during your debriefing session.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Confirm your classmate's feedback with your professor.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 4 of 23

Rationales for the effectiveness ratings in this scenario are provided at the end of this booklet.

For the past few days, you have been checking up on several patients, including a patient who is recovering from surgery. The patient has been in the hospital for one week and has not received any visitors. The patient is friendly, cheerful, and enjoys sharing stories about their career as a photographer. However, you are finding it difficult to politely end your conversations so that you can spend enough time with other patients with whom you were assigned to meet.

Please rate the effectiveness of each response to this situation.

1. Spend additional time visiting with the patient once you have completed your other patient visits.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Tell the patient that you do not enjoy photography, so you can shorten your interactions with them.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Ask another student to visit the patient, so you can focus on your other patients.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Determine if any of your tasks can be done more efficiently, so you can spend more time with the patient.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Create an excuse, so you can leave the patient's room.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Tell the patient you have other patients to visit, but you will try to stop by later if you have time.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Ask your supervising doctor for advice on how to handle the situation.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Skip some of your other patient visits, so you can spend additional time with the patient.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 5 of 23

Rationales for the effectiveness ratings in this scenario are provided at the end of this booklet.

While viewing a classmate’s social media profile, you notice that your classmate has made negative comments about treating a recent patient. Your classmate describes the patient and the patient’s condition in detail, which violates patient privacy regulations.

Please rate the effectiveness of each response to this situation.

1. Explain to your classmate the importance of patient privacy and ask them to remove the comments.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Report your classmate's behavior as a privacy violation.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Read through your classmate's previous comments to see how often they comment about patients.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Avoid reading your classmate’s social media profile in the future.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Let other students know your classmate should not be trusted with private information.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Suggest your classmate remove the comments as soon as possible.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 6 of 23

Rationales for the effectiveness ratings in this scenario are provided at the end of this booklet.

Your professor assigned you to a weekly study group with several classmates. During your first session, you are having trouble keeping up with the discussion and think you are not as prepared as the other students. At the end of the study session, you are still confused on the topic, but the rest of the group seems ready to move on to next week’s topic.

Please rate the effectiveness of each response to this situation.

1. Ask one of the study group members if they have time to review the material with you.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Tell the study group to slow down to accommodate all learning paces in the group.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Ask to be assigned to a different study group that may be more conducive to your learning.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Stop attending the study group and study on your own for the rest of the semester.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Ask the professor if the material that you are confused about will be included on any upcoming exams.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Ask your study group if any group member would share their notes on the topic you are struggling with, so you can review them on your own.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Prepare a study plan for next week’s topic to make sure you keep up with the next discussion.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 7 of 23

Rationales for the effectiveness ratings in this scenario are provided at the end of this booklet.

You are speaking with a patient who recently immigrated to the United States. The patient is undergoing minor surgery and asks you to contact their family in their home country if anything unexpected occurs. The patient shares the customs that should be followed when someone dies and asks you to ensure that those customs are respected.

Please rate the effectiveness of each response to this situation.

1. Tell the patient that, because the surgery is minor, it is not necessary to worry about the customs.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Tell the patient that you will respect the customs, but that you cannot guarantee the actions of other hospital staff.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Suggest the patient share their request with other hospital staff to ensure the customs are respected by everyone.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Tell the patient that you will ask whether the hospital will be able to honor the patient's requests.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Discuss the patient's request with your supervisor and ask how to proceed.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Tell the patient you will try to find a different student who is more familiar with their culture.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 8 of 23

You just received a lower course grade than you expected. You worked extremely hard and don't believe your course grade accurately reflects your performance in the course. You are also worried this grade will reflect poorly on you when you apply to residency, so you are meeting with your professor to discuss your grade.

Please rate the effectiveness of each response to this situation.

1. Ask the professor for feedback on why you earned a lower grade.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Tell the professor that you deserve a better grade for this course.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Question the professor's application of the grading rubric.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ask your professor if there are any additional assignments you can do to raise your grade.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Ask the professor to make an exception for you given your level of effort.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Ask the professor how you can improve your performance in the future.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Discuss your situation with classmates to determine whether their understanding of the grading rubric matches yours.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Explain to your professor why you feel the grade does not reflect your performance.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 9 of 23

You have been elected president of your student government. Students have expressed ongoing concerns that the school's pass rates on national certification exams are below average, and that the school's curriculum is not preparing students adequately for these exams. Even though faculty are aware of this concern, they have been reluctant to make changes to the curriculum. You and the other student representatives are meeting with faculty members to discuss the concern.

Please rate the effectiveness of each response to this situation.

1. Present the faculty with a list of expected updates to the curriculum.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Ask the faculty if there is anything outside of the curriculum that students should do to better prepare for exams.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Ask the faculty to explain why they have been unwilling to change the curriculum.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Propose setting up a series of meetings with both faculty and students to discuss the curriculum.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Tell the faculty that the curriculum must change immediately given the students' concerns.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 10 of 23

You are working in a hospital’s emergency department. This clerkship rotation has been particularly challenging. Your workload has become overwhelming and stressful. A lack of sleep combined with stress is starting to impact your judgment. You are concerned because you still have three weeks remaining in your hospital assignment.

Please rate the effectiveness of each response to this situation.

1. Join a support group for students who are facing similar challenges.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Seek advice from other students who appear to be successfully coping with their stress.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Tell your supervisor you are concerned that your lack of sleep and stress is starting to impact your judgment.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Tell your supervisor that you are unable to return to work unless they are willing to reduce your hours.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Contact your school's academic support office to seek advice about managing the situation.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Ask your supervisor if it would be possible to have a day off to recuperate.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Contact your school's academic support office and explain that the hospital's expectations are unreasonable for students.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 11 of 23

You and a classmate stay late after class one day to ask a teaching assistant some questions about an assignment they graded. While the three of you are talking, the teaching assistant teases your classmate about their ethnic background, saying your classmate is the smart kid with the overbearing and pushy parents. You see from your classmate's face that they are offended, and they walk out of the room.

Please rate the effectiveness of each response to this situation.

1. Ask the teaching assistant to stop making these comments.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Tell the teaching assistant you are going to report them to the professor.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Laugh at the teaching assistant's joke to be polite.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ask the teaching assistant a question related to the course material to take the attention off of their comment.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Tell the teaching assistant that it is not okay to make comments about your classmate's ethnicity.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 12 of 23

You are attending a guest lecture about a subject that is very important to medical students' clinical education. The lecture was organized by one of your professors. Although there are multiple valid perspectives on the subject, the guest lecturer focused their presentation on only one perspective. As the question and answer section begins, the lecturer is quickly dismissing other valid perspectives in their responses to students' questions.

Please rate the effectiveness of each response to this situation.

1. During the question and answer session, explain why the lecturer's perspective is flawed.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Consider the merits of the lecture and what you can learn from the lecturer.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. After the lecture, request a different guest lecturer present on the other perspectives.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. After the lecture, tell your professor they should not invite the lecturer to present in the future.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. After the lecture, tell the guest lecturer their behavior was unprofessional.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. After the lecture, suggest to the guest lecturer that they consider alternative perspectives in future discussions.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 13 of 23

You and several classmates are conducting blood pressure screenings at a community clinic. The clinic closes in 30 minutes. You are with a patient when a previous patient interrupts and asks you to explain the blood pressure results. You explained to the patient earlier that their results were normal, but the patient says they still don't understand the numbers or what they mean.

Please rate the effectiveness of each response to this situation.

1. Offer to help the patient as soon as you are finished with your current patient.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Tell the patient you are busy and to find someone else to explain the results to them.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Explain to the patient that if they can wait for 30 minutes until the clinic closes, you will explain the results then.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Reassure the patient that the numbers are normal and there is nothing to worry about.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Ask an available volunteer if they can discuss the results with the patient.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 14 of 23

You have a paid position as a tutor for a group of pre-med students. Your supervisor relies on you to independently schedule and conduct tutoring sessions. Ten minutes before a scheduled tutoring session, you remember that you need to attend a final exam review during the same 2-hour timeframe. The final exam is 50% of your final grade, and you are worried that you won't do as well on the final exam if you miss the review session.

Please rate the effectiveness of each response to this situation.

1. Conduct the tutoring session for one hour instead of two, and then attend the second hour of the exam review.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Notify the pre-med students that today's tutoring session has been cancelled because you have an exam review.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Ask your professor if they can postpone the exam review, so that you can attend.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Conduct the tutoring session and ask a trusted classmate if they will share notes from the review session.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Ask the pre-med students to conduct the tutoring session on their own because you need to attend the exam review.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Contact the pre-med students to identify an alternate time to conduct the tutoring session.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Cancel the tutoring session and offer to hold a private tutoring session with each pre-med student instead.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 15 of 23

A new semester has started, and your first lecture has just ended. It is important to you that you perform well in this course. Before leaving class, you approach the professor and politely ask if there is a study guide for the exams. The professor tells you to study your assigned readings and lecture notes and that it is not their responsibility to provide you with an additional study guide.

Please rate the effectiveness of each response to this situation.

1. Form a study group with your classmates to prepare for the exams.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Avoid asking the professor questions in the future.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Plan to study the readings and lecture notes, as instructed.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Work with your classmates to prepare study guides for yourselves.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Ask students who have already completed the course for advice on how to effectively study for the course.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Ask the professor's teaching assistant if they could provide a study guide.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 16 of 23

You are assisting a physician at a local hospital. Upon entering a patient's room, you forget to wash your hands because you are nervous. In front of the patient, the doctor explains that you did not follow protocol because you did not wash your hands.

Please rate the effectiveness of each response to this situation.

1. Explain to the doctor that you were nervous and forgot to wash your hands.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Apologize for your mistake and assure the doctor that it will not happen again.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Tell the doctor that you have not gotten a chance to do it yet.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Assure the patient that your hands are clean.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Wash your hands immediately.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 17 of 23

For one of your classes, you must work in 4-person groups to complete weekly assignments. Your group has been dividing the workload equally across members. The group has been meeting once weekly to combine the individual pieces; however, this week, two group members got into an argument and neither wants to attend the meeting this week. It seems unlikely that the assignment could be completed between you and the remaining group member.

Please rate the effectiveness of each response to this situation.

1. Tell the course instructor about the situation and ask for an extension on the assignment.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Tell the two group members to stop acting immaturely and attend the weekly meeting.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Ask the two group members to set aside their differences for the sake of the project.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Remind the two group members that you all need to work together to complete assignments.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Tell the course instructor about the situation and ask if the individual pieces of work can be submitted separately.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Ask the group member who has contributed most to work with you and the remaining group member.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Ask the course instructor if you can be reassigned to a different group.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 18 of 23

You receive a low grade on your first major assignment in your biochemistry course. You ask the instructor for feedback. They tell you that your submission did not use the formatting style specified in the syllabus. You realize you were so busy that you forgot to read through the syllabus for this course.

Please rate the effectiveness of each response to this situation.

1. Tell the instructor that you will pay better attention to the syllabus from now on.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Explain to the instructor that you should not be punished for being overwhelmed with coursework.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Offer to submit another version of the assignment that is consistent with the course syllabus requirements.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Ask the instructor how using the correct formatting style contributes to the quality of the assignment.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 19 of 23

During a new rotation, you are having difficulty working with others on your medical team. The rotation director asked to meet with you to share feedback about your performance from other peer members on your team. During the meeting, the director states that your peers believe your professional conduct needs improvement. The director also shares specific feedback about your behavior and offers to discuss your areas for improvement in greater detail.

Please rate the effectiveness of each response to this situation.

1. Tell the director that you will find additional time to work on your professional behavior.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Tell the director that your peers' opinions do not accurately reflect your true behavior on the job.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Ask the director if you can speak with your peers on the team to gather additional feedback.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Suggest to the director that the other team members may misunderstand your behavior.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Remind the director that sometimes it takes time to adjust to working with new team members.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Ask the director if you can set up a follow up meeting in the near future to discuss your progress.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Explain that you haven't noticed any difficulties in working with the medical team.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Discuss with the director for possible solutions to address your peers' feedback.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 20 of 23

You are enrolled in your school’s tutoring program and are doing very well in your neuroanatomy course. However, many of your classmates are struggling. One of your classmates is having a particularly difficult time in the laboratory section of the class. The classmate tells you that, despite studying extensively, they are worried they will fail the course.

Please rate the effectiveness of each response to this situation.

1. Tell the classmate about the tutoring program that helped you.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Sympathize with the classmate that neuroanatomy is a difficult subject for many students.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Offer to study with the classmate to help them learn the material.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Suggest that the classmate request supplementary learning materials from the professor.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Explain to the classmate that some students may not excel in the course.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Suggest the classmate spend more time and effort studying.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Tell the classmate you cannot help because you have other classes to focus on.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Suggest to the student that they meet with the professor to develop a study plan.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 21 of 23

Your professor tells your class about a patient care team that went to great lengths to contact the family members of a deceased patient to obtain consent for organ donation. The patient had recently immigrated to the U.S., but the rest of the family stayed in their native country. After hearing the story, a classmate quietly tells you, “the care team wasted their time on an undocumented immigrant”.

Please rate the effectiveness of each response to this situation.

1. Remind the classmate that the care team is responsible for the patient despite the patient's immigration status.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Ask your classmate to explain why they think the patient was an undocumented immigrant.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Quietly agree with your classmate so that you do not interrupt the professor.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Tell your classmate you doubt the team would have done that if the patient was an undocumented immigrant.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. After class, privately explain to the classmate why you felt their comment was inappropriate.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 22 of 23

You are leading a study group with some classmates when two classmates begin arguing about one of the course topics. The argument is tense but stays on-topic until one student insults the other's intelligence. The other student responds by insulting the first student's appearance.

Please rate the effectiveness of each response to this situation.

1. Ask another classmate to diffuse the argument.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Let the two classmates handle the situation themselves, as you were not involved in the argument.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Tell the two classmates you are no longer willing to work with them.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Tell the two classmates that personal attacks are not acceptable.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Ask the two classmates to resolve their issue privately.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Tell the study group to take a short break and offer to speak with the two classmates privately.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Ignore the classmates' argument and continue leading the discussion with the other group members.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scenario 23 of 23

This year, medical school is much harder than you expected. Course material has become challenging to understand, and you are having difficulty balancing your schoolwork and your personal life. Completing course work and preparing for exams is consuming more of your free time than ever before. In casual conversations, other students are saying that they are facing similar difficulties.

Please rate the effectiveness of each response to this situation.

1. Work with classmates to create a forum to discuss how to balance schoolwork and personal life.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Seek suggestions from more senior students for balancing your schoolwork and personal life.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Prioritize your schoolwork and make time for your personal life after you've met your obligations at school.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Suggest to faculty that they change the curriculum to allow students to balance their schoolwork and personal life.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Ask a trusted faculty member for advice on managing school-related and personal responsibilities.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Make a schedule that limits the amount of time you spend studying each day.

Very Ineffective	Ineffective	Effective	Very Effective
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Scoring Key

This section presents the scoring key for each scenario set in the practice exam. We recommend that you compare your effectiveness rating for each response (item) to the scoring key to better understand your performance on the practice exam.

Your AAMC SJT exam score is based on the extent to which your effectiveness ratings of the responses (items) align with medical educators' ratings. Full credit is awarded for an item if your rating matches the medical educators' rating. Partial credit is awarded if your rating is close to the medical educators' rating.

Response Number	Scoring Key
Scenario 1	
1.1	Very ineffective
1.2	Ineffective
1.3	Effective
1.4	Very ineffective
1.5	Very effective
Scenario 2	
2.1	Effective
2.2	Very effective
2.3	Effective
2.4	Very ineffective
2.5	Very ineffective
2.6	Very ineffective
2.7	Very effective
2.8	Ineffective
Scenario 3	
3.1	Ineffective
3.2	Very effective
3.3	Very ineffective
3.4	Very effective
3.5	Ineffective
3.6	Very effective
3.7	Very ineffective
3.8	Effective

Response Number	Scoring Key
Scenario 4	
4.1	Very effective
4.2	Very ineffective
4.3	Ineffective
4.4	Effective
4.5	Very ineffective
4.6	Effective
4.7	Very effective
4.8	Very ineffective
Scenario 5	
5.1	Effective
5.2	Very effective
5.3	Ineffective
5.4	Very ineffective
5.5	Very ineffective
5.6	Effective
Scenario 6	
6.1	Very effective
6.2	Very ineffective
6.3	Ineffective
6.4	Very ineffective
6.5	Ineffective
6.6	Very effective
6.7	Effective

Response Number	Scoring Key
Scenario 7	
7.1	Very ineffective
7.2	Ineffective
7.3	Effective
7.4	Very effective
7.5	Very effective
7.6	Ineffective
Scenario 8	
8.1	Very effective
8.2	Very ineffective
8.3	Very ineffective
8.4	Ineffective
8.5	Very ineffective
8.6	Very effective
8.7	Effective
8.8	Ineffective
Scenario 9	
9.1	Ineffective
9.2	Very effective
9.3	Ineffective
9.4	Very effective
9.5	Very ineffective

Response Number	Scoring Key
Scenario 10	
10.1	Effective
10.2	Effective
10.3	Very effective
10.4	Very ineffective
10.5	Very effective
10.6	Effective
10.7	Ineffective
Scenario 11	
11.1	Effective
11.2	Effective
11.3	Very ineffective
11.4	Ineffective
11.5	Very effective
Scenario 12	
12.1	Ineffective
12.2	Effective
12.3	Very effective
12.4	Ineffective
12.5	Very ineffective
12.6	Effective
Scenario 13	
13.1	Very effective
13.2	Very ineffective
13.3	Effective
13.4	Ineffective
13.5	Very effective

Response Number	Scoring Key
Scenario 14	
14.1	Ineffective
14.2	Very ineffective
14.3	Ineffective
14.4	Very effective
14.5	Very ineffective
14.6	Effective
14.7	Effective
Scenario 15	
15.1	Very effective
15.2	Very ineffective
15.3	Very effective
15.4	Very effective
15.5	Effective
15.6	Ineffective
Scenario 16	
16.1	Effective
16.2	Very effective
16.3	Very ineffective
16.4	Very ineffective
16.5	Very effective
Scenario 17	
17.1	Ineffective
17.2	Ineffective
17.3	Effective
17.4	Effective
17.5	Ineffective
17.6	Very ineffective
17.7	Very ineffective

Response Number	Scoring Key
Scenario 18	
18.1	Effective
18.2	Very ineffective
18.3	Effective
18.4	Very ineffective
Scenario 19	
19.1	Effective
19.2	Very ineffective
19.3	Effective
19.4	Ineffective
19.5	Ineffective
19.6	Very effective
19.7	Very ineffective
19.8	Very effective
Scenario 20	
20.1	Very effective
20.2	Effective
20.3	Effective
20.4	Effective
20.5	Very ineffective
20.6	Very ineffective
20.7	Very ineffective
20.8	Effective
Scenario 21	
21.1	Effective
21.2	Ineffective
21.3	Very ineffective
21.4	Very ineffective
21.5	Very effective

Response Number	Scoring Key
Scenario 22	
22.1	Ineffective
22.2	Ineffective
22.3	Ineffective
22.4	Very effective
22.5	Effective
22.6	Very effective
22.7	Very ineffective
Scenario 23	
23.1	Very effective
23.2	Effective
23.3	Ineffective
23.4	Very ineffective
23.5	Very effective
23.6	Ineffective

Scoring Key Rationales

For a sample of scenario sets that appear on the practice exam, the AAMC has provided a rationale to explain the scoring key for each item. The sample of scenario sets reflect a variety of types of scenarios and address the eight core competencies measured by the AAMC SJT exam.

The purpose of the rationales is to help familiarize you with the process for evaluating the effectiveness of responses, including how to apply the effectiveness rating scale. We recommend that you review the rationales after you have completed the practice exam. Compare your effectiveness rating for each item with the scoring key and review the corresponding rationale to get a better sense of the reasoning applied by our medical school experts.

Scenario 1 of 23

You are pursuing a two-week volunteer opportunity at a well-regarded local clinic. When you receive your course schedule, you realize the volunteer opportunity would conflict with your weekly required lab. This is the only time that the lab is offered this semester, so you are not able to make up the lab. Participation in the lab will count toward your grade.

1. Skip your lab for two weeks to attend the volunteer opportunity.

Effectiveness Rating: Very ineffective

Rationale: The scenario specifies that the student has a required lab. By skipping the lab, the individual is failing to fulfill their obligations as a medical student. This behavior would likely jeopardize their performance in the lab as well as their understanding of course material. The student should explore if a solution is available that would accommodate both the student's professional interests and their obligations to the lab.

2. Ask your lab instructor to identify a solution that will allow you to attend both.

Effectiveness Rating: Ineffective

Rationale: While the student may have recognized the importance of attending the lab, they are placing the burden of identifying a solution on their instructor rather than taking personal responsibility and finding a solution on their own.

3. Stop pursuing the volunteer opportunity so that you can attend the required lab.

Effectiveness Rating: Effective

Rationale: By attending the required lab rather than pursuing the volunteer opportunity, the student is taking personal responsibility and fulfilling their school obligations. However, the behavior is not very effective because the student does not first explore if a solution is available that would accommodate both the student's professional interests and their obligations to the lab.

4. Tell your lab instructor in advance that you will miss two of your scheduled lab sessions.

Effectiveness Rating: Very ineffective

Rationale: Although the student gives the instructor advance notice that they will be absent for lab, this behavior is very ineffective because they have decided to prioritize the volunteer

opportunity rather than their previous obligation to a school commitment. It may communicate to your professor a lack of respect or perceived value for the lab. Additionally, this would likely jeopardize their performance in the lab as well as their understanding of course material.

5. Attend the lab and investigate if similar volunteer opportunities are available at another time.

Effectiveness Rating: Very effective

Rationale: The student is not only fulfilling their previously established responsibilities, but also taking the initiative to find other volunteer opportunities that may benefit them in the future.

Scenario 2 of 23

You are assigned to a small group in your clinical skills course. One of your group members has recently struggled with their assignments. The group member is often late to sessions, prepares materials of poor quality, and needs numerous reminders to complete tasks. Your group receives a new assignment that is due in three weeks and will be graded based on the group's overall performance.

1. Encourage the group member to speak to the professor about creating a plan to handle their workload.

Effectiveness Rating: Effective

Rationale: The student recognizes that their fellow group member has struggled with assignments in the past and identifies a potential solution. The behavior is effective, but not very effective, because the student does not take any action to collaborate with or help the student on their own or with their group.

2. Meet with the group member one-on-one and ask how you can help them contribute more effectively to the assignment.

Effectiveness Rating: Very effective

Rationale: This behavior demonstrates an understanding of the group member's past struggles and may help both the group member and the larger group. By meeting with the group member individually, the student is proactively making an effort to identify any challenges the group member may face and determining if there is a way to resolve those challenges.

3. Meet with your group and evenly divide tasks across all members, making sure expectations are clear.

Effectiveness Rating: Effective

Rationale: It is important to set goals and expectations for all group members. However, merely setting expectations for the group's tasks upfront may be insufficient in helping the group member complete those tasks effectively.

4. Ask the professor to assign the group member to a different group.

Effectiveness Rating: Very ineffective

Rationale: The student appears to have recognized that working with the group member may be challenging, but the student chooses to disengage. Not only is this solution inconsiderate toward the group member, but the student's request defies the original group assignment and is unlikely to be well-received by the professor.

5. Work with the other members of your group to complete the assignment without the group member.

Effectiveness Rating: Very ineffective

Rationale: The student chooses to dismiss the struggling team member from the group rather than finding a solution to help the group member be more effective. This demonstrates poor teamwork skills, a lack of compassion toward the group member, and a refusal to take

responsibility given the student was assigned to be a contributing group member. In addition, this response creates additional work for other group members.

6. Request that your professor grade each group member independently.

Effectiveness Rating: Very ineffective

Rationale: The student is prioritizing their own interests (i.e., their grade) rather than exploring a potential solution that will help the group function more cohesively. This request is also likely to elicit a negative response from the professor as they specified it is a group project. The student needs to learn how to adapt to varying personalities and skill levels during team-based activities.

7. Schedule recurring group meetings to review the work completed by each group member.

Effectiveness Rating: Very effective

Rationale: The student identifies a proactive solution that will better allow the group to check on progress and work quality as well as identify potential challenges faced by group members throughout the project timeline. This demonstrates a responsible and considerate solution that will likely help improve overall team functioning.

8. Tell the group member their lack of accountability places the entire group's performance and grade at risk.

Effectiveness Rating: Ineffective

Rationale: The student recognizes that the group member's unreliability may negatively impact the group's performance and course grade and brings this issue to the attention of the group member. However, simply raising the issue may not change the struggling group member's behavior, because it does not offer constructive feedback or suggestions to help the group member more effectively contribute to the group's performance.

Scenario 3 of 23

During class, your professor observes you participating in a role-play exercise with one of your classmates. You are acting as a doctor, and your classmate is acting as an angry patient. The role-play is tense but stays on course. You think you performed well, but, after class, your classmate gives you unexpected negative feedback that you missed several opportunities to comfort the patient and calm the situation. You are now expected to attend a debriefing session with your professor.

1. Tell your classmate that only the professor is qualified to provide feedback.

Effectiveness Rating: Ineffective

Rationale: Although the student may recognize that the professor's feedback is important, they should also take the classmate's feedback into consideration, and perhaps use it as a learning opportunity and to potentially improve their performance. Further, the behavior communicates that the classmate's feedback is not important, which could create challenges when working with the classmate in the future.

2. Explain to your professor that you understand you missed some opportunities during the exercise and discuss how to improve.

Effectiveness Rating: Very effective

Rationale: This behavior suggests that the student has acknowledged the classmate's feedback. In addition, the student uses the feedback as a starting point in their conversation with their professor, showing a desire to learn and improve their performance in the future.

3. Skip the debriefing session because you have already received feedback.

Effectiveness Rating: Very ineffective

Rationale: This behavior would create significant issues for the student in the future. The student is not only failing to fulfill a responsibility by skipping their meeting with their professor, but they have also incorrectly assumed their classmate's feedback would be just as valuable as their professor's feedback or that the professor would not have additional feedback to share.

4. Ask your classmate how you could improve your performance in the future.

Effectiveness Rating: Very effective

Rationale: This behavior both acknowledges the student's critique of their performance and requests additional feedback, which demonstrates an openness to feedback and a desire to improve their performance in the future.

5. Explain to your professor why you were satisfied with your performance.

Effectiveness Rating: Ineffective

Rationale: This behavior in and of itself does not show an openness to the classmate's critique or an interest in improving the student's performance; however, it would not necessarily make the situation worse because it doesn't preclude further discussion. The student should enter the debriefing session with an open mind to learn and improve in the future, especially considering they have already received some negative feedback.

6. Ask your classmate if they would be willing to practice role playing in advance of your next exercise.

Effectiveness Rating: Very effective

Rationale: This behavior both acknowledges their classmate's feedback and shows a desire to improve their performance by continuing to practice with their classmate with the goal of improving their performance.

7. Ask your classmate not to bring up the negative feedback during your debriefing session.

Effectiveness Rating: Very Ineffective

Rationale: The student should recognize that the classmate's feedback, while negative, could be useful for them to improve their performance. Instead, they attempt to hide the classmate's criticism from their professor, which is both dishonest and unhelpful for their growth as a physician.

8. Confirm your classmate's feedback with your professor.

Effectiveness Rating: Effective

Rationale: The professor's feedback is likely more valuable in this instance than the classmate's, so it is important to seek their feedback in addition to the classmate's. However, this behavior is not very effective because the student fails to recognize that the student's feedback has its own merits.

Scenario 4 of 23

For the past few days, you have been checking up on several patients, including a patient who is recovering from surgery. The patient has been in the hospital for one week and has not received any visitors. The patient is friendly, cheerful, and enjoys sharing stories about their career as a photographer. However, you are finding it difficult to politely end your conversations so that you can spend enough time with other patients with whom you were assigned to meet.

1. Spend additional time visiting with the patient once you have completed your other patient visits.

Effectiveness Rating: Very effective

Rationale: The scenario specifies that the patient has not received any visitors. By spending additional time visiting the patient, the student is demonstrating empathy and compassion toward the patient. Further, the student recognizes that they have other important appointments to attend and identifies a solution that will allow them to spend extra time with the patient while fulfilling their other obligations.

2. Tell the patient that you do not enjoy photography, so you can shorten your interactions with them.

Effectiveness Rating: Very ineffective

Rationale: This is a very ineffective way to respond because it is dismissive and disrespectful toward the patient's feelings and lacks emotional intelligence. Instead, the student should choose to communicate in a more empathetic and respectful manner.

3. Ask another student to visit the patient, so you can focus on your other patients.

Effectiveness Rating: Ineffective

Rationale: The student tries to make sure the patient has a visitor and that they have time to spend with their other patients, however they do not complete what they are assigned to do. This may also be imposing on the other student who has similar responsibilities.

4. Determine if any of your tasks can be done more efficiently, so you can spend more time with the patient.

Effectiveness Rating: Effective

Rationale: The student is proactively managing their schedule, so that they can address their other responsibilities in an efficient manner, while also allocating more time to spend with the patient. However, their willingness to spend more time with the patient depends on whether it fits within their schedule.

5. Create an excuse, so you can leave the patient's room.

Effectiveness Rating: Very ineffective

Rationale: By creating an excuse, the student is demonstrating poor integrity and could potentially create challenges in working with the patient in the future. Rather, the student should either be honest with the patient about their availability, or ideally, find a way to spend additional time with the patient after completing other tasks.

6. Tell the patient you have other patients to visit, but you will try to stop by later if you have time.

Effectiveness Rating: Effective

Rationale: This behavior demonstrates an honest response to the patient, given the student has other commitments they must fulfill. This represents an effective way to communicate the student's dilemma to the patient. However, a more effective response would include finding a solution that addresses the patient's desire to interact with others given that they have not had any visitors.

7. Ask your supervising doctor for advice on how to handle the situation.

Effectiveness Rating: Very effective

Rationale: Medical students are in the process of learning how to interact with and manage patients. Thus, it is reasonable for the student to request advice from a supervising physician who likely has significant patient management experience. This also shows an interest in learning how to care for patients under time constraints.

8. Skip some of your other patient visits so you can spend additional time with the patient.

Effectiveness Rating: Very ineffective

Rationale: Although the student may be acting compassionately toward the patient, they are not fulfilling their responsibilities to other patients. By skipping their other appointments, the student is not providing adequate patient care. Rather, the student should uphold their commitments to all patients.

Scenario 5 of 23

While viewing a classmate's social media profile, you notice that your classmate has made negative comments about treating a recent patient. Your classmate describes the patient and the patient's condition in detail, which violates patient privacy regulations.

1. Explain to your classmate the importance of patient privacy and ask them to remove the comments.

Effectiveness Rating: Effective

Rationale: This behavior demonstrates ethical responsibility in two ways. One, the student understands the importance of educating their peer on the importance of patient privacy. Two, the student understands the importance of communicating to their peer that they remove the comments given they violate privacy regulations. This is not a very effective response because it does not report the regulation violation to an authority, which is critical given the severity of the violation.

2. Report your classmate's behavior as a privacy violation.

Effectiveness Rating: Very effective

Rationale: The classmate's actions are specified as a breach of patient privacy regulations, which should be reported immediately given the severity of the violation. This behavior shifts the responsibility to the proper entity.

3. Read through your classmate's previous comments to see how often they comment about patients.

Effectiveness Rating: Ineffective

Rationale: As an immediate next step, reading through the classmate's social media comments is an ineffective response as it fails to address the patient privacy violation at hand. While this behavior is unlikely to help the situation as it doesn't directly address the violation, it is unlikely to make the situation significantly worse given the possibility of finding additional privacy violations that need to be reported.

4. Avoid reading your classmate's social media profile in the future.

Effectiveness Rating: Very ineffective

Rationale: Avoiding the classmate's social media profile actively ignores the classmate's patient privacy violation and thus allows the unethical behavior to continue. The student should take steps to address the violation with the classmate or an authority.

5. Let other students know your classmate should not be trusted with private information.

Effectiveness Rating: Very ineffective

Rationale: While the classmate demonstrated poor ethical judgment and made a serious error, they may not have realized the gravity of their mistake. Rather than making an effort to correct the classmate's behavior or use the experience as a learning opportunity, this behavior would likely alienate the classmate and create additional problems.

6. Suggest your classmate remove the comments as soon as possible.

Effectiveness Rating: Effective

Rationale: The behavior demonstrates awareness of the patient privacy violation and represents a step toward addressing the violation. However, the student's behavior is not very effective in resolving the situation because they are only suggesting the classmate remove the comments and not the importance of patient privacy to prevent future occurrences.

Scenario 6 of 23

Your professor assigned you to a weekly study group with several classmates. During your first session, you are having trouble keeping up with the discussion and think you are not as prepared as the other students. At the end of the study session, you are still confused on the topic, but the rest of the group seems ready to move on to next week's topic.

1. Ask one of the study group members if they have time to review the material with you.

Effectiveness Rating: Very effective

Rationale: The student demonstrates resilience by reaching out to a study group member and requesting their help to better understand the topic. Further, the behavior is very effective because the student is communicating this request in a polite manner and recognizes the student may also be busy with other work.

2. Tell the study group to slow down to accommodate all learning paces in the group.

Effectiveness Rating: Very ineffective

Rationale: This behavior places the student's burden on the other group members, even though the rest of the group appears to be ready to advance to the next topic. The student should find a solution that does not prioritize their own struggle over the needs and interests of the other group members. Telling the group to slow down rather than requesting that they slowdown is also unprofessional.

3. Ask to be assigned to a different study group that may be more conducive to your learning.

Effectiveness Rating: Ineffective

Rationale: It is important to recognize one's limitations and acknowledge when there may be a gap in understanding of course material; however, the scenario notes that this is only the first session of the weekly study group meetings. Thus, the student should demonstrate greater resilience as a next step rather than immediately searching for a new study group.

4. Stop attending the study group and study on your own for the rest of the semester.

Effectiveness Rating: Very ineffective

Rationale: The student is giving up on the possibility that they could catch up or that the study group could be a valuable experience. The student is also not fulfilling their responsibility to the study group and their assignment, given that the professor assigned them to this group. Before giving up, the student should try to find a more effective way to prepare for study sessions.

5. Ask the professor if the material that you are confused about will be included on any upcoming exams.

Effectiveness Rating: Ineffective

Rationale: This behavior suggests that the student is primarily concerned about their grade rather than comprehension of the material. The student should recognize that the course material they are expected to study is important to their learning. This behavior may also create problems for the student, given that they will likely face challenging course material in the future.

6. Ask your study group if any group member would share their notes on the topic you are struggling with, so you can review them on your own.

Effectiveness Rating: Very effective

Rationale: The student demonstrates resilience by identifying a potential solution to their challenge. By requesting the study group's notes, the student has identified a potential study resource that could help them better understand the course material. Their request also does not impose upon the study group.

7. Prepare a study plan for next week's topic to make sure you keep up with the next discussion.

Effectiveness Rating: Effective

Rationale: The student recognizes their preparation for the first topic may not be sufficient and identifies an actionable solution that should help them prepare for discussion of the next topic. However, this action does not address the student's need to learn the information they found confusing in the first week's topic.

Scenario 7 of 23

You are speaking with a patient who recently immigrated to the United States. The patient is undergoing minor surgery and asks you to contact their family in their home country if anything unexpected occurs. The patient shares the customs that should be followed when someone dies and asks you to ensure that those customs are respected.

1. Tell the patient that, because the surgery is minor, it is not necessary to worry about the customs.

Effectiveness Rating: Very ineffective

Rationale: The student has failed to demonstrate empathy toward the patient by dismissing their concerns, which could cause the patient stress or anxiety and damage the student's relationship with the patient. Rather, the student should recognize that the patient is concerned about the procedure and should also make an effort to adhere to their request.

2. Tell the patient that you will respect the customs, but that you cannot guarantee the actions of other hospital staff.

Effectiveness Rating: Ineffective

Rationale: Although the student acknowledges that they personally will acknowledge the patient's request, explaining that the hospital staff may not acknowledge the patient's request is not helpful as an immediate next step. It could cause the patient stress.

3. Suggest the patient share their request with other hospital staff to ensure the customs are respected by everyone.

Effectiveness Rating: Effective

Rationale: This behavior recognizes that the hospital may have a protocol in place for the patient's customs, but it places the burden of further sharing the request on the patient. It is important for the student to recognize the importance of sharing the patient's customs with other hospital staff, but the student should take the patient's request to staff themselves.

4. Tell the patient that you will ask whether the hospital will be able to honor the patient's requests.

Effectiveness Rating: Very effective

Rationale: The student has demonstrated empathy and listening skills by acknowledging the patient's request and also taking action to make sure other hospital staff are aware of the request.

5. Discuss the patient's request with your supervisor and ask how to proceed.

Effectiveness Rating: Very effective

Rationale: While it is critical to acknowledge the patient's request, the student should also consider that there may be a specific protocol in place when managing similar requests. The student is acting responsibly by bringing this request to their supervisor's attention and asking for advice on how to proceed.

6. Tell the patient you will try to find a different student who is more familiar with their culture.

Effectiveness Rating: Ineffective

Rationale: Although the student has offered to find another student to help the patient, they have demonstrated a lack of cultural competence by not personally engaging with the patient's customs. The student should also demonstrate accountability by acknowledging the patient's concern and taking action to accommodate their request, if possible. Lastly, while another student may be able to help, they may also lack an understanding of the hospital's protocol for handling the patient's request.